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ABSTRACT

The Reading Improvement Through Teacher Education (RITE) project provided in-service training in reading instruction to elementary school teachers, and helped principals and reading coordinators to organize their school reading programs. The project's intended mode of operation was fully implemented. RITE specialists provided service contacts to school personnel, and conducted in-service meetings. Taken together, the RITE objectives depict an ideal reading-instruction situation. Within the framework of these objectives, the RITE specialists have provided a wide variety of services to a large number of teachers. These services were delivered on a needs and interest basis and with varying degrees of intensity. Over the four years of the project's operation, teachers and administrators in RITE schools appear to have developed greater awareness and interest in reading instruction, as evidenced by their increased requests for service. More formal assessment of the project's degree of success in attaining its objectives is being made through the use of a pre-post design which focuses on new teachers. The results of pre and post classroom observations and pretest and posttest administration of the RITE Case Study indicated that the project's objectives were fully attained. As a result of workshops and intensive on-site help provided to new teachers by the RITE staff, there was evidence of progress toward the development of the entire set of reading-instruction skills, and since the students' reading ability is dependent to a large degree on the skill of the classroom teacher, the ultimate beneficiaries of the RITE services should be the students served by these teachers. (Author/RC)

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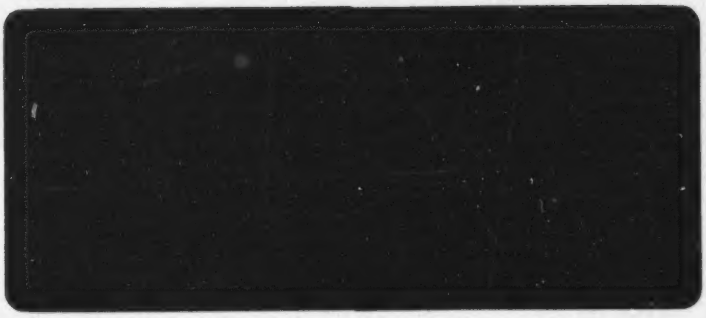

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OFFICE OF **RESEARCH**
AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

2

READING IMPROVEMENT THROUGH TEACHER EDUCATION

Final Fourth-Year Report
Report Number 7703

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July 1976

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ABSTRACT

The RITE project provided in-service training in reading instruction to elementary school teachers, and helped principals and reading coordinators to organize their school reading programs.

The project's intended mode of operation was fully implemented. RITE specialists provided service contacts to school personnel, and conducted in-service meetings.

Taken together, the RITE objectives depict an ideal reading-instruction situation. Within the framework of these objectives, the RITE specialists have provided a wide variety of services to a large number of teachers. These services were delivered on a needs and interest basis and with varying degrees of intensity.

Over the four years of the project's operation, teachers and administrators in RITE schools appear to have developed greater awareness and interest in reading instruction, as evidenced by their increased requests for service. There has been an increase in the variety of instructional techniques and materials used in reading instruction by classroom teachers. Also, there are indications from anecdotal records that total school reading programs have been reorganized and improved with the help of RITE specialists. Overall, school staffs appear to have a great deal of confidence in the effectiveness of the RITE staff.

More formal assessment of the project's degree of success in attaining its objectives is being made through the use of a pre-post design which focuses on new teachers.

The results of pre and post classroom observations and

pretest and posttest administration of the RITE Case Study indicated that the project's objectives was fully attained. The project was successful in improving the teacher's ability to use the DRA and use effective reading lesson management. There was also success in developing the beginning teachers' skills in diagnosing and prescribing for individuals and in providing varied and individualized independent activities as a part of the basic reading program. These latter two areas are the most difficult teaching of reading skills for even experienced teachers to develop. That the beginning teachers served by the project made some progress in these areas indicated that the RITE project provided a valuable service to teachers.

As a result of the workshops and intensive on-site help provided to new teachers by the RITE staff, there was evidence of progress toward the development of the entire set of reading-instruction skills, and since the students' reading ability is dependent to a large degree on the skill of the classroom teacher, the ultimate beneficiaries of the RITE services should be the students served by these teachers.

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READING IMPROVEMENT THROUGH TEACHER EDUCATION
(A Component of the COMPREHENSIVE READING PROJECT)

RITE is designed to help train urban elementary teachers (K-6) to diagnose reading problems and to design and implement an effective developmental reading program. The service allows teachers to implement techniques immediately in the classroom. On-site follow-up is provided by the project staff.

RATIONALE

Many urban children enter school with an experiential background which requires a diversified instructional program if the child is to interact successfully with the learning environment.

Teachers need a wide range of experience with reading techniques and materials in order to help children become successful learners. However, because of their minimal coursework in reading and their inexperience in teaching reading, the teachers served by the project often lack this depth and range of experience.

In order to compensate for the teachers' lack of knowledge and/or experience, the RITE project supplements the pre-service training of teachers with in-service programs specifically designed to meet the needs of teachers serving urban school children. Through the services of the RITE specialists, teachers are expected to develop competence in the various aspects of reading instruction.

EXPECTED OUTCOMES

With the help of the project specialists, teachers should develop competence in using the Directed Reading Activity approach, in diagnosing the individual pupil's reading needs, in prescribing independent activities for the pupil, and in utilizing efficient classroom-management techniques.

MODE OF OPERATION

Seven RITE reading specialists provide services for teachers in 37 schools. A large part of this service is directed toward beginning teachers. The project specialists also confer with principals and reading coordinators about specific needs within their schools.

Services provided to teachers include conferences, observations, demonstration lessons, and workshops. Conferences are arranged to discuss problems and share information on specific techniques. Observations are provided either at the teacher's request, or at the principal's request with the teacher's approval. Observations are preceded and followed by conferences to discuss improvement of instructional techniques.

Demonstration lessons are planned in advance by a project specialist. Planning activities generally include at least one preliminary observation of the class and a specialist/teacher conference which prepares the teacher to watch for specific occur-

rences during the lesson. Each demonstration lesson is followed by a conference about the lesson and the teacher's observations.

Workshops are of five types: (a) school group meetings which deal with a specific need within a school, (b) regional workshops which deal with general topics for teachers from several schools, (c) kindergarten teachers' meetings, (d) new teachers' meetings and, (e) reading series meetings which provide in-depth knowledge of the basal reader series that are new to schools.

In addition to the 37 schools which are regularly provided RITE services, there are 15 partially participating schools. These schools may make specific requests for RITE services and are invited to the RITE workshops.

PREVIOUS FINDINGS

Evaluation of RITE during its first year was of an informal nature. Project records indicated that RITE was delivering the types of services which should improve the teacher's skill in reading instruction. Results of a principals' rating scale indicated satisfaction with the effectiveness of the specialists and with the project as a whole.

The 1973-1974 evaluation focused on the effect of RITE services on specific teacher competencies. Results of observations, the RITE Case Study and the RITE Teacher Rating Scale, indicated that teachers receiving these services were managing their reading lessons effectively; and at least at the primary

level, they seemed able to make use of test results in teaching reading. For those objectives which related to individualizing instruction, there was limited evidence of progress toward their attainment.

The 1974-1975 evaluation examined the effect of the project's services by focusing on new teachers. Pre and post assessments of specific teacher competencies were made by using observational instruments, case studies, and a self-rating scale of competency. Results from classroom observations and the RITE CASE STUDY indicated that the project was most successful in helping new teachers implement a DRA and manage reading lessons. There was less success in developing beginning teachers' diagnosis and prescription skills and in providing individualized, independent activities as part of the reading program.

EVALUATION OF THE CURRENT YEAR

This year's evaluation of the RITE project continued to examine the effect of the project's services through focusing on new teachers. Pre and post assessments of specific teacher competencies were made by using observational instruments and case studies.

In order to explore the effects of the improved reading instruction resulting from RITE services on pupils' reading achievement, a study was begun which will compare standardized test scores in reading for pupils whose teachers have received RITE services

with those whose teachers did not receive service.

IMPLEMENTATION

The project was fully implemented, as intended, in the mode of operation.

Project records indicated that from September, 1975 through May, 1976, seven RITE reading specialists made half-day visits to 37 participating schools. The RITE specialists provided 4,318 service contacts to various school personnel. Of these contacts, 1,944 (31%) were conferences with administrative school personnel and 4,318 (69%) were direct services to individual classroom teachers. There were 67 new teachers in the project schools, and 1,078 (25%) of the individual teacher contacts were made to beginning teachers. Of the 4,318 individual contacts with teachers, 313 (7%) were classroom observations, 943 (22%) were classroom demonstrations, and 3,062 (71%) were scheduled conferences.

Topics for all school contacts were based on the individual needs of the teachers. The greatest emphasis was on the implementation of the Directed Reading Activity. This topic accounted for 1,628 (38%) of the 4,318 service contacts with individual teachers. Nine hundred twenty-three of them (21%) dealt with diagnosing and prescribing for individual reading needs. Four hundred five (9%) centered on providing independent activities and 1,362 (32%) focused on effective classroom management techniques.

In addition to providing services to individual teachers, RITE specialists conducted 85 group in-service meetings. Sixty-two of these meetings were held at individual project schools, with

the length and topics varying according to the individual school needs. Twenty-three meetings were workshop sessions. These included 9 regional workshops which were half-day in-depth sessions on various topics; 6 half-day meetings for Kindergarten teachers; 6 two-hour meetings for reading coordinators; and 2 full-day training sessions for beginning teachers.

ATTAINMENT OF OBJECTIVES

Two procedures were used to provide information concerning the attainment of project objectives. Data obtained from each of the procedures was used to assess the four objectives.

The most direct evidence regarding the attainment of objectives was provided by observation of reading lessons. The RITE Reading Checklist was used to indicate the basic characteristics of each classroom (e.g., previous teacher experiences, amount of RITE service, type of reading programs) along with the presence or absence of indicators for Objectives 1, 2, 3 and 4. Of the beginning teachers receiving RITE Services, 23 were observed in the Fall and 21 were observed again in the Spring. An increase in the percentage of observed indicators, from pre to post observation, was considered evidence of the attainment of an objective.

The RITE Case Study, which provided information relevant to Objectives 1 and 2, was designed to assess teachers' knowledge of two aspects of reading instruction: (a) the appropriate implementation of a DRA and, (b) the interpretation and use of test results for reading instruction. On both the primary and intermediate forms of the Case Study, teachers were presented with simulated

situations and were asked to describe in writing, the procedures they would use if they were to meet the same situations in their respective classrooms.

This instrument was administered as a pretest to those RITE beginning teachers who attended the New Teachers' Reading Seminar in September. The posttest was given during the new teachers' workshop held in March.

Each individual's pretest and posttest papers were scored by the same panel of three RITE staff members. (There was no identifying information on the papers during the scoring.) The raters used predetermined keys to score the responses. The score for each paper was the average of the three raters' scores.

For each section and form of the test, mean pretest and posttest scores (see Table 1) were compared using a correlated t test. Since the two sections were related to different objectives, the results of the various analysis are discussed under the appropriate objectives.

Objective 1: Teachers receiving RITE services will improve their skills in implementing a Directed Reading Activity when using the basal readers of the school, and in incorporating Language Experience and Individualized Reading activities into the total reading experience of the pupils.

This objective was attained. Of the 21 classrooms observed during the Fall, all of the teachers used the basal reader approach to reading instruction. In all of the classrooms, some phase of a DRA was implemented appropriately. By May, all of the teachers

still used a basal approach to reading instruction and all of the teachers demonstrated appropriate implementation of some phase of a DRA.

The first section of the RITE Case Study was directly related to this objective. It assessed the teachers' knowledge of the set of processes comprising the DRA. The maximum possible score for this section was 12. For the 18 primary and 20 intermediate teachers who responded to this portion of the Case Study, pretest scores ranged from .7 to 7.7, and posttest scores ranged from 2.3 to 10.7. Mean scores are presented in Table 1. For both the primary and intermediate teachers, there was a significant increase in mean score from pretest to posttest (primary: $t=4.683$, $df=17$, $p<.01$; intermediate: $t=6.608$, $df=19$, $p<.01$).

Findings from observations and the administration of the RITE Case Study indicated that beginning teachers did increase in their ability to plan and implement various stages of a DRA.

Objective 2: Teachers receiving RITE services will improve their skills in diagnosing and prescribing for individual pupil reading needs.

This objective was attained. Information obtained from the RITE Reading checklist, in the Fall, indicated that 3 (14%) of the 21 teachers had administered a diagnostic reading measure to pupils for the purpose of ascertaining group placement and/or skill assessment. By May, 13 (62%) of them had administered a diagnostic reading measure to pupils for the purpose of ascertaining group placement and/or skill assessment.

The second section of the Case Study provided information concerning the teachers' proficiency in diagnosing and prescribing for individual reading needs. A score of 6 points indicated mastery of the material in this section.

Eighteen primary and 20 intermediate beginning teachers responded to this section of the instrument. Both pretest and posttest scores ranged from 0.0 to 5.7. Mean scores are presented in Table 1. For both the primary and intermediate teachers, there was a significant increase in mean scores from pretest to posttest (primary: $t=3.062$, $df=17$, $p<.01$; intermediate: $t=7.423$, $df=19$, $p<.01$).

Findings from observations and the administration of the RITE Case Study indicated that the beginning teachers did increase in their ability to diagnose and prescribe for individual pupil reading needs.

Objective 3: Teachers will improve their skills in providing purposeful and varied independent activities designed to meet individual pupil reading needs.

This objective was attained.

The results of the RITE Reading Checklist used in the Fall indicated that 18 of the 21 observed classes were organized into three reading groups. The remaining 3 classes had 2 groups each. The reading groups were fixed and no evidence was obtained that regrouping took place for specific skill development.

Eighty instances of independent activities were observed. Thirteen of the activities (16%) were directly related to the basal

programs (workbook and worksheets). The use of additional skill workbook and worksheet activities, skill tapes, games for specific skill development, and other reading workbook activities resulted in a total of 39 (49%) of the activities being directed toward the extension of student reading skills. Twenty of the activities (25%) were geared toward language arts development (independent reading, story tapes, creative writing).

Of the 80 activities, 34 (43%) were done by one reading group. More than one reading group did 25 (31%) of the activities. The whole class was involved in 11 (13%) activities. Some individuals in the class did 8 (10%) of the activities. There were 2 instances in which the whole class did the activity, but specific assignments appeared to be on an individual basis.

By May, the results of the RITE Reading Checklist indicated that 18 of the 21 observed classes were organized into three reading groups. The remaining 3 classes had 2 groups each. The reading groups were fixed and no evidence was obtained that regrouping took place for specific skill development. One hundred three instances of independent activities were observed. Thirty-two of the activities (31%) were directly related to the basal programs (workbook and worksheets). The use of additional workbook and worksheet activities, skill tapes, games for specific skill development, and other reading workbook activities resulted in a total of 50 (49%) of the activities being directed toward the extension of student reading skills. Twenty-one of the activities (20%) were geared toward language arts development (independent

reading, story tapes, creative writing).

Of the 103 activities, 80 (79%) were done by one reading group. More than one reading group did 4 (3%) of the activities.. Some individuals in the class did 19 (18%) of the activities. There were no instances in which did the whole class activity.

Although by May, grouping patterns had not changed, there was a change in the patterns of use of independent activities. There was fewer instances of a single activity being used with more than one group and no instance of an activity being used with the entire class. There was also an increase in the use of an activity with individual pupils.

Objective 4: Teachers will improve their skills in organizing and managing their classroom reading programs through utilization of available management techniques and procedures to provide for individual and group needs.

The objective was considered fully attained because the teachers had maintained their high level of performance on the pre-observations,on the post-observations, and had improved their record-keeping skills.

The Fall results of the RITE Reading Checklist indicated that 19 of the 21 teachers kept the Archdiocese Cumulative Record of Reading for their students. Only 1 teacher kept no appropriate type of classroom skill record.

Reading aides were used in 4 of the 21 classrooms. All of the aides were observed working directly with the students.

Within the 21 classrooms, 50 reading groups were observed

being taught. It was concluded that classroom management in all 21 cases was satisfactory. Assignments were made and explained effectively. The room arrangement was practical and efficient, with particular reading groups in a defined physical location, children receiving instruction near the teacher, and children engaged in noisier activities removed from quiet activity centers. In all of the classrooms, there appeared to be established routines for changing reading groups and acceptable student behavior while engaged in independent activities.

The May results of the R!TE Reading Checklist indicated that all 21 of the teachers kept the Archdiocese Cumulative Record of Reading for their pupils. Also, 18 of them maintained either work folders or Fountain Valley records for their pupils.

Reading aides were used in 4 of the 21 classrooms. All of the aides were observed working directly with the students.

Within the 21 classrooms, 60 reading groups were observed being taught. It was concluded that classroom management in all 21 cases was satisfactory. Assignments were made and explained effectively. Room arrangement was practical and efficient, with particular reading group in a defined physical location, children receiving instruction near the teacher, and children engaged in noisier activities removed from quiet activity centers. In all of the classrooms, there appeared to be established routines for changing reading groups and acceptable student behavior while engaged in independent activities.

The teachers had maintained their high level of performance

from pre- to post- observation. They also had improved their record-keeping skills as indicated by the fact that 18 of them kept pupils' records in addition to the Archdiocese Cumulative Record of Reading.

SUPPLEMENTAL DATA

In order to explore the effect of RITE services on student reading performance, a study has been initiated which will compare the reading achievement, over a one year period of time, for students whose teachers have received one complete year of RITE service with students whose teachers have not received RITE service. All of the classes included in the study are being taught by teachers who are presently in their second year of teaching.

Grade equivalent scores in Reading from the Fall, 1975 administration of the Educational Development Series of the Scholastic Testing Service, Inc., have been recorded for 1,237 students in 34 RITE serviced classes, 534 students in 16 non-RITE serviced classes.

A sample of RITE serviced and non-RITE serviced students will be drawn from the available 1975 grade equivalent records by matching educational and sociological characteristics of the classes (grade, class size, geographical area).

Grade equivalent scores in reading will be obtained for this sample of students following the Fall, 1976 STS test administration. The two sets of scores (RITE and non-RITE) will then be compared to ascertain if there is a significant difference in reading achievement.

SUMMARY AND CONCLUSIONS

The RITE project provided in-service training in reading instruction to elementary school teachers, and helped principals and reading coordinators to organize their school reading programs.

The project's intended mode of operation was fully implemented. RITE specialists provided service contacts to school personnel, and conducted in-service meetings.

Taken together, the RITE objectives depict an ideal reading-instruction situation. Within the framework of these objectives, the RITE specialists have provided a wide variety of services to a large number of teachers. These services were delivered on a needs and interest basis and with varying degrees of intensity.

Over the four years of the project's operation, teachers and administrators in RITE schools appear to have developed greater awareness and interest in reading instruction, as evidenced by their increased requests for service. There has been an increase in the variety of instructional techniques and materials used in reading instruction by classroom teachers. Also, there are indications from anecdotal records that total school reading programs have been reorganized and improved with the help of RITE specialists. Overall, school staffs appear to have a great deal of confidence in the effectiveness of the RITE staff.

More formal assessment of the project's degree of success in attaining its objectives is being made through the use of a pre-post design which focuses on new teachers.

The results of pre and post classroom observations and

pretest and posttest administration of the RITE Case Study indicated that the project's objectives was fully attained. The project was successful in improving the teacher's ability to use the DRA and use effective reading lesson management. There was also success in developing the beginning teachers' skills in diagnosing and prescribing for individuals and in providing varied and individualized independent activities as a part of the basic reading program. These latter two areas are the most difficult teaching of reading skills for even experienced teachers to develop. That the beginning teachers served by the project made some progress in these areas indicated that the RITE project provided a valuable service to teachers.

As a result of the workshops and intensive on-site help provided to new teachers by the RITE staff, there was evidence of progress toward the development of the entire set of reading-instruction skills, and since the students' reading ability is dependent to a large degree on the skill of the classroom teacher, the ultimate beneficiaries of the RITE services should be the students served by these teachers.

APPENDIX A

TABLE 1

MEAN SCORES OF A SAMPLE OF RITE BEGINNING TEACHERS ON RITE CASE-STUDY SUBTESTS

Subtest and Form	N	September Pretest	March Posttest	Change
Planning a DRA:				
Primary Form	18	5.1	7.6	+2.5*
Intermediate Form	20	3.6	7.7	+4.1*
Using Test Scores:				
Primary Form	18	2.6	4.1	+1.5*
Intermediate Form	20	1.5	3.8	+2.3*

*$p < .01$

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FEDERAL EVALUATION RESOURCE SERVICES

RITE READING CHECKLIST
Experimental Edition

GENERAL INFORMATION:

SCHOOL _____ GRADE _____

TEACHER _____ DATE _____

OBSERVER _____ NO. ON ROLL _____ NO. PRESENT _____

BEGINNING TIME _____ ENDING TIME _____

RITE SERVICES _____

_____

_____

Describe organization of class for reading (e.g., no. of groups, total class)

_____

_____

Do classes change for reading? _____

_____

Are some of the reading class taken elsewhere by another adult (e.g., to learning centers)? _____ Describe how this relates to the total reading lesson for these students. _____

_____

For each group, list the basic reading services used (or approach of individualized reading or LEA).

Group A _____ Group C _____

Group B _____

Section I: Reading Instruction

The purpose of this section is to describe the implementation of a Directed Reading Activity (DRA) as well as the incorporation of Language Experience (LEA) and Individualized Reading activities into the total reading experience of the pupils. First indicate whether these activities were appropriate, then indicate whether they took place.

For the approach to reading used, (indicate YES or NO)

A. Was DRA appropriate? _____ Was it used? _____

B. Was LEA appropriate? _____ Was it used? _____

C. Was Individualized Reading appropriate? _____ Was it used? _____

Impressions: _____

_____

For each reading group, indicate by code, which of the phases of a DRA were observed. 1=Readiness 2=Guided silent reading 3=Skill development 4=Rereading 5=Follow-up 6=Unit or skill testing 0=No phase of DRA observed.

_____ A Group _____ C Group _____ Other _____

_____ B Group _____ Total Class

Impressions: _____

_____

Circle those groups which you observed receiving direct instruction from the teacher (keep lettering consistent with above)

_____ A Group _____ C Group _____ Other _____

_____ B Group

Impressions: _____

_____

For the instruction observed, did the pacing of the lesson appear to be appropriate for the children, swift enough to keep interest but slow enough to allow for skill development? YES _____ NO _____

Impressions: _____

_____

Did the teacher appear to ask different kinds of questions, not just those requiring rote recall? YES _____ NO _____

Impressions: _____

_____

Did the teacher appear to relate what was being taught (or read) to children's previous knowledge and experiences (e.g., use of concrete materials for vocabulary development, discussions)? YES _____ NO _____

Impressions: _____

_____

Section II: Diagnosis and Prescription

The purpose of this section is to describe the types of diagnostic materials used by the teacher and the extent to which these are used in planning instructions. Determinations may be made by asking the teacher.

Determine which of the following types of diagnostic tests are used. By coding A-G for each type used, indicate when they are administered.

A=At end of unit or book

B=Upon completion of teaching a particular skill

C=When it is thought that a child or group of children have mastered a skill

D=For placement only

E=At preset time intervals (e.g., every month)

F=At end of semester only

G=Other _____

_____ Basal Reader Unit Mastery Tests (including in-workbook tests)

_____ Basal Reader End of Book Mastery Tests

_____ Mastery Tests of some supplementary skill development program

_____ Fountain Valley

_____ IRI

_____ Phonics Inventory

_____ Teacher made skill mastery tests

_____ Other _____

Impressions: _____

_____

What type(s) of skill records are kept? Using codes V-Z, indicate the times those records are completed.

V. As skills are mastered by particular children

W. Upon completion of a unit or book

X. Every report period

Y. At the end of each semester

Z. Other _____

_____ Fountain Valley

_____ Archdiocese Cumulative Record of Reading

_____ Publishers skill profile

_____ Work folders

_____ Informal checklist

_____ Publisher's system

_____ Other _____

Impressions: _____

_____

Describe the way in which the tests and skill records are used in instruction.

_____

_____

_____

Section III: Independent Activities

The purpose of this section is to record the extent to which independent activities are assigned with individual pupil needs in mind. Judgments may be made using information from both observation of actual activities and the assignments made to the reading groups. Determine which activities on the list below are used or assigned for the reading lesson. For each of these activities indicated, use patterns and A, B, or C to indicate the way activities are selected.

Use patterns

1=Total class did the activity at the same time

2=Total class did the activity, but each group did it at different times

3=Total class did the activity but specific assignments appeared to be on an individual basis (e.g., same workbook - different pages)

4=More than one group did the activity

5=One group did the activity (including half groups rotating between two activities)

6=Some individuals did the activity

Mode of selection

A=Teacher selected

B=Children were able to choose a specific item within an activity (e.g., Scrabble Vs. phonics games, etc.)

C=Children were able to choose the type of activity (e.g., creative writing Vs. games)

Independent Activities	Use Patterns (1-6)	Mode of Selection (A-C)
Worksheet of reader series		
Other skill worksheet		
Recreational or other subject worksheet		
Workbook of reader series		
Workbook of another reading series		
Skill workbook (e.g., phonics, Barnell-Loft)		
Board activities - S.S.J. type		
Skill - tapes or records		
Story tapes or records		
Games for specific skill development		
Games for general language development or for fun		
Filmstrip or film related to language skills		
Filmstrip or film related to other subject		
Individual task cards		
Writing book reports		
Writing or outlining material for other subject		
Research - practice in using ref. mat.		
Creative writing (describe) _____		
_____		

(Continued)

Independent Activities	Use Patterns (1-6)	Mode of Selection (A-C)
Art activity related to reading		
Art activity related to other subjects		
Recreational art activity		
Other (describe) _____		
_____		
Independent Reading		
Other _____		
Other _____		
Other _____		
Rote Copying		
Writing spelling words		

Do the difficulty levels of the activities appear to be appropriate for the children?

YES _____ NO _____

Impressions: _____

_____

Section IV: Classroom Management

The purpose of this section is to describe the management of the reading lesson. Does the lesson run smoothly, are the children aware of routines, and is a minimum of time lost from instruction through management efforts.

If an aide or volunteer is present, describe her role during reading.

_____

_____

_____

In your judgment, is this an efficient use of the aide? YES _____ NO _____

Impressions: _____

_____

Describe the mechanism (e.g., board, chart) used for assigning independent activities. _____

_____

When are assignments made to each group?

_____ at beginning of reading time

_____ during a group's reading instructional time

_____ at some other than reading time

_____ haphazardly during reading lesson (e.g., interrupting Group A to tell something to Group B)

_____ Other _____

_____

Are assignments explained? YES _____ NO _____

Impressions: _____

_____

Once work has begun, are children able to do assignments without interrupting instruction? YES _____ NO _____

Impressions: _____

_____

Is the room arrangement during reading practical and efficient?

Are the children who are in a particular group in a defined physical location?

YES _____ NO _____

Are the children who are receiving instruction near the teacher and sufficiently close to any visual material being used?

YES _____ NO _____

Are the children who are engaged in noisier activities away from those doing quiet work? YES _____ NO _____

Impressions: _____

_____

_____

Is there an established routine for changing reading groups? YES _____ NO _____

Do changes in groups and activities occur in an orderly fashion, with a minimum of time lost? YES _____ NO _____

Impressions: _____

_____

Are materials available in sufficient quantities? YES _____ NO _____

Are materials distributed and/or accessible so that there is minimal interruption to instruction? YES _____ NO _____

Are children able to operate equipment? YES _____ NO _____

Impressions: _____

_____

APPENDIX C

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FEDERAL EVALUATION RESOURCE SERVICES

RITE PROJECT

CASE STUDY
(Primary Form)

NAME _____

SOCIAL SECURITY NO. _____

GRADE _____ SCHOOL _____

Have you: had previous teaching experience? _____

been a student teacher? _____

taken a college reading course(s)? _____

been a substitute teacher? _____

PRIMARY STORY

We are interested in obtaining your perception of the reading skills of children in the primary grades. We need this information to help us plan for and improve future RITE services.

You are a second grade teacher and it is the middle of January. Your average reading group (which is nearing the end of their 21 reader) will encounter the selection on the accompanying page in next week's work ("The Frog That Changes Color")

Please read the selection on the reverse side carefully and then discuss what steps you would take in teaching this selection. Be sure to include the specific skills you would cover and what specific activities you would use to develop each of these skills.

We realize that we may not have given you as much information about the children as you will need to answer these questions. Where you don't have enough information, make whatever assumptions you must in order to answer the question. You may make the assumptions that are most convenient for you. So that we may know which you have made, please state them.

Make up five questions on this story which would test a child's comprehension of what he has read.

THE FROG THAT CHANGES COLOR

1 Birds live in trees. Squirrels live in trees. But did you know that some frogs live in trees, too?

2 The tree frog is hard to find. This frog can change color. On green leaves, it stays green. On a brown branch, it turns brown. Some tree frogs can change from green to gold or blue.

3 Tree frogs have long legs and wide feet. They have sticky pads at the ends of their toes. These sticky toe pads keep the tree frogs from falling.

4 Tree frogs have different colors and markings on their skins. Their eyes are different, too. Some have green eyes, some gray. Some frogs' eyes are gold, and some are bright red.

5 The sounds they make in spring and summer are different, too. One frog makes a sound like a dog barking. Another frog makes a loud noise like a snore. There is even a frog that whistles!

Selection taken from Reading for Concepts A Webster Division, McGraw-Hill and C

PRIMARY GRAPH

On the reverse side are a set of scores obtained by a group of students who had just completed a 2^1 Basal Reader. The scores show you the percentage of items the students got correct on each test. The testing tool used was the Mastery Test which accompanied the reader. Discuss the steps you would take in planning the future reading instruction of this group in terms of any regrouping, specific skill development, etc. In your discussion of either individuals or groups, identify students by name.

PRIMARY GRAPH TEST SCORES

NAME OF STUDENT	VOWELS	VARIANT ENDINGS	BLENDS & DIGRAPHS	TOTAL DECODING SKILLS	CAUSE AND EFFECT	NOTING DETAIL	SEQUENCE	SEQUENCE MEANING	DICTIONARY SKILLS
FRANK BLAU	88	88	90	90	37	93	41	56	39
GERALD FAVA	88	93	96	94	43	88	43	69	40
JIM KO	89	79	34	73	41	94	39	67	24
NAOMI KEINITZE	96	93	99	96	93	94	93	93	54
JOYCE WEINROFF	65	85	74	75	88	86	81	83	33
STEVE KOFFLER	50	72	91	73	79	82	55	71	9
BETH [illegible]ITZ	78	63	93	81	40	80	45	62	42
PEGGY DRAKE	74	76	78	76	52	14	11	13	9

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APPENDIX D

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FEDERAL EVALUATION RESOURCE SERVICES

RITE PROJECT

CASE STUDY
(Intermediate Form)

NAME _____

SOCIAL SECURITY NO. _____

GRADE _____ SCHOOL _____

Have you: had previous teaching experience? _____

been a student teacher? _____

taken a college reading course(s)? _____

been a substitute teacher? _____

INTERMEDIATE STORY

We are interested in obtaining your perception of the reading skills of children in the intermediate grades. We need this information to help us plan for and improve future RITE services.

You are a fifth grade teacher and it is the middle of January. Your average reading group (which is nearing the end of their 5^1 reader) will encounter the selection on the accompanying page in next week's work ("The Mystery of The Red Tides").

Please read the selection on the reverse side carefully and then discuss what steps you would take in teaching this selection. Be sure to include the specific skills you would cover and what specific activities you would use to develop each of these skills.

We realize that we may not have given you as much information about the children as you will need to answer the question. Where you don't have enough information, make whatever assumptions you must in order to answer the question. You may make the assumptions that are most convenient for you. So that we may know which you have made, please state them.

Make up five questions on this story which would test a child's comprehension of what he has read.

THE MYSTERY OF THE RED TIDES

What makes the sea turn red and causes thousands of fish to die? As far back as men could remember, the blame was placed on the "red tides."

In 1947, scientists finally traced the condition called the red tides to a microscopic sea organism called the dinoflagellate (dī' nō flaj'ə lət).

The dinoflagellate is so tiny that 6,000 of these organisms may be contained in a single drop of water. It stands on the borderline between plant and animal in its classification. It manufactures its own food, as plants do. But it moves freely and eats other organisms, as animals do.

Dinoflagellates are normally only one of the many kinds of organisms found in plankton. Plankton is the name given to all very small forms of sea life. However, when the air and water are calm and warm, dinoflagelates multiply or "bloom" with amazing speed. The surface of the water appears to be covered with a red carpet.

The "blooming" dinoflagellates give off a poisonous secretion. Many fish die. Their bodies are washed up on the beach. Beaches are not fit for use. Fish that are not killed may become poisonous to animals or people who eat them. Commercial fishing comes to a halt.

As dinoflagellates exhaust the food and oxygen in an area, they die. After a time, the sea returns to normal. But when conditions are right, the red tide blooms again.

At least nine times in this century, the west coast of Florida has been plagued by a red tide. In 1957, the Arabian Sea was affected. At different times, the coasts of western Australia and Peru have suffered from this invasion from the sea.

INTERMEDIATE GRAPH

On the reverse side is a set of scores obtained by a group of students who had just completed a 4^2 Basal Reader. The scores show you the percentage of items the students got correct on each test. The testing tool used was the Mastery Test which accompanied the reader. Discuss the steps you would take in planning the future reading instruction of this group in terms of any regrouping, specific skill development, etc. In your discussion of either individuals or groups, identify students by name.

INTERMEDIATE GRADE GRAPH OF TEST SCORES

NAME OF STUDENT	WORD RECOGNITION	WORD & PHRASE MEANING	WORD ANALYSIS	TOTAL DECODING SKILLS	MAIN IDEA	RELATIONSHIPS	INFERENCES	DICTIONARY SKILLS	STUDY SKILLS
FRANK BLAU	88	88	90	90	37	93	41	56	39
GERALD FAVA	88	93	96	94	43	88	43	69	40
KIM KO	89	79	34	73	41	94	39	67	24
NAOMI KEINTZE	96	93	99	96	93	94	93	93	54
JOYCE WEINROFF	65	85	74	75	88	86	81	83	33
STEVE KOFFLER	50	72	91	73	79	82	65	71	9
BETH MINTZ	78	63	93	81	40	80	45	62	42
PEGGY DRAKE	74	76	78	76	.52	14	11	13	9

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